



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

the material furnished in the second division of the volume where a large number of attractive examples are given of model lessons on moral topics. There are reviews of the lives and doings of great men and a concrete setting forth of social and personal virtues which will serve admirably the purposes of the teacher who is attempting to organize material of this sort.

The last part of the book attempts somewhat less successfully to furnish concrete material for religious instruction. The character of this fourth division of the book can be well illustrated by citing the general title of the section and the titles of certain of the chapters. The general title is "The Reasoned Presentment of Religious Truths." Under this heading there are chapters on "The Young Student's Need of a Reasoned Doctrine," "God and the World," "Man and his Destiny," etc. One feels immediately that the author who has to wrestle with broad general topics of this sort finds it difficult to arrange the material of instruction in anything like the definite form that is possible when dealing with concrete examples of moral virtues.

The book is an interesting and typical contribution to the field of endeavor which is at the present time commanding large attention in American institutions. It will undoubtedly be made use of as a reference book by teachers in the field of moral and religious education.

Learning under different conditions.—Mr. Cummins reports a series of experiments¹ in learning in which he compares the effects of devoting periods of equal length to study with the effects of devoting variable periods to study. The arrangement which he adopted for variable periods was that of beginning with a long initial period of learning. He then diminished the successive periods of learning until the last period was relatively very short. He tried experiments with adults and with school children under various conditions. The general outcome of the experiment was favorable to the second plan of arranging periods of learning, namely, that which begins with the longer period and is followed by a succession of diminishing periods. In one case the reverse result appeared. In general, the number of subjects of the experiment was relatively small, and the outcome does not seem to be very decisive.

Educational prognosis.—Mr. Fretwell secured from pupils in the Speyer School of Teachers College the results of a number of different tests.² These included the visual vocabulary tests, reading tests, the Trabue tests, the Woody tests, and other standard tests that have been employed in the schools. He compared the results of these tests with the former grades of the pupils and with the judgments given by teachers. He also made a comparison of the results of all of the different indications of pupils' ability with their success in their school work. His conclusion is stated in the following paragraphs:

"In this study, academic success in the first year of junior high school was more successfully predicted by a group of standardized tests than by all previous school marks or age or teachers' estimates.

¹ ROBERT ALEXANDER CUMMINS, *Improvement and the Distribution of Practice*. Teachers College Contributions to Education, No. 97. New York: Teachers College, Columbia University, 1919. Pp. 72.

² ELBERT KIRTLEY FRETWELL, *A Study in Educational Prognosis*. Teachers College Contributions to Education, No. 99. New York: Teachers College, Columbia University, 1919. Pp. 55.